



L=29  
T=24  
I=24

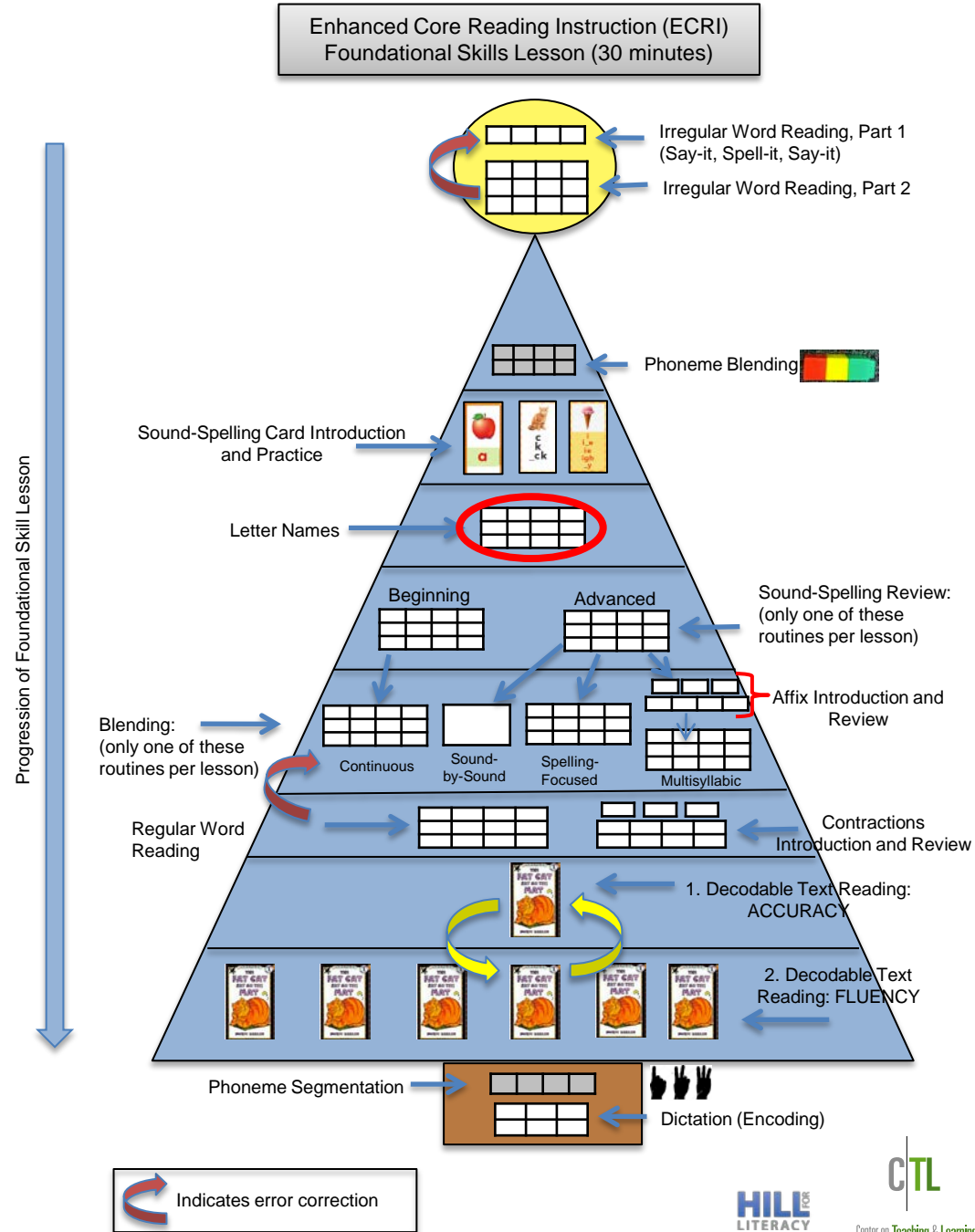
# Section 3. Day One Foundational Reading Skills



## Letter Names



# Letter Names



Letter Names and Building Background:  
Why is this important?





# Letter Names

L=29  
T=24  
I=24

- Letter Naming is not critical content, or a “big idea,” of literacy instruction, but there is some evidence that students who have mastered letter names with some automaticity are more successful at mastering sound-spellings with automaticity.
- Students also need to identify letter names to successfully encode, or write, and spell.
- Letter naming instruction starts at the beginning of kindergarten.



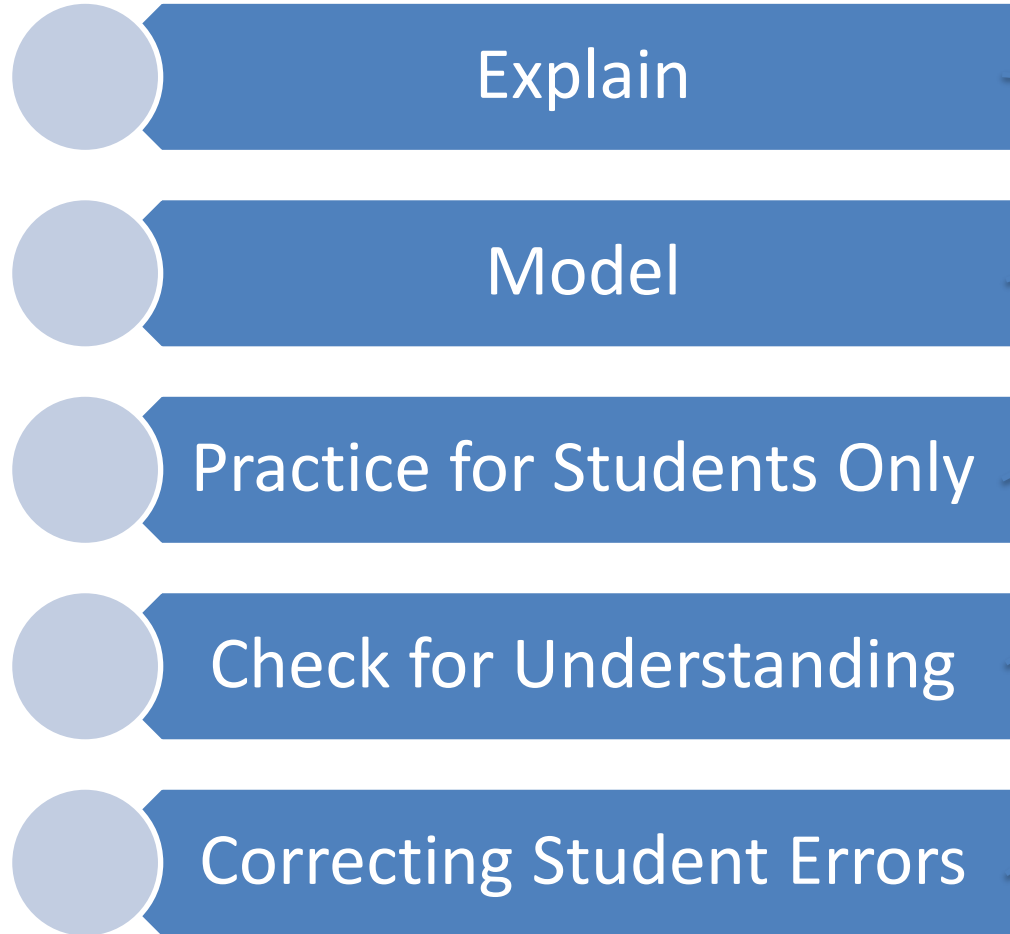


# Letter Name Components



# Letter Name Routine

L=229  
T=203  
I=159



Letter Name Routine

Materials: Chart of letters to practice

**Explain:** Demonstrate the task as you are explaining it.  
**You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud.**

**Model:** Use the signal for each letter name. \* Model until students are successful with the routine. **I'll show you how to say the names for the first two letters. My turn.**

\*signal for Each Letter Name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

**Practice for students only:** Go back to the first letter on the chart. Use the signal for each letter name. \*  
**Your turn.**

**Check for Understanding:** Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."  
**Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.**

Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

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## Letter Name Routine

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### \*Signal for Each Letter Name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

**Practice for students only:** Go back to the first letter on the chart. Use the signal for each letter name. \*

**Your turn.**

### 2-3 Individual Turns

**Check for Understanding:** Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."

**Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.**

### 1 Error Correction



### Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

# Trainer Demonstration: Letter Name Routine

L=229

T=203

I=159



c	m	t	s
a	c	m	t
s	t	c	a





## Letter Name Routine

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**Practice for students only:** Go back to the first letter on the chart. Use the signal for each letter name. \*

**Your turn.**

### 2-3 Individual Turns

**Check for Understanding:** Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."

**Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.**

### 1 Error Correction



### Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
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# Partner Practice: Letter Name Routine



ACTIVITY

c	m	t	s
a	c	m	t
s	t	c	a





Example of an  
ECRI Lesson


Unit 3, Week 1, Day 1

h	d	o	c
d	h	c	o
p	a	m	h
t	h	i	s


## Letter Name Review

You're going to practice saying letter names.  
When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. My turn. Use the signal for each letter name.\* Model until students are successful with the routine.
2. Your turn. Go back to the first letter on the chart. Use the signal for each letter name.\*
3. Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud. Call on two to three students.

 \*Signal for each letter name

1. Touch to the left of the letter. Name?
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

 Correcting Student Errors

1. My turn. Re-present the missed letter name.
2. Your turn. Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

Example of an  
ECRI Lesson


Unit 1, Week 1, Day 1

m	★	m	■
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## Letter Name Review

**You're going to practice saying letter names.**  
When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

1. My turn. Use the signal for each letter name.<sup>a</sup> Model until students are successful with the routine.
2. Your turn. Go back to the first letter on the chart. Use the signal for each letter name.<sup>a</sup>
3. Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud. Call on two to three students.

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1. Touch to the left of the letter. Name?
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Correcting Student Errors

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# Scaffolds and Differentiation Tips



- Provide distributed practice throughout the day.
- Provide additional practice during Tier I differentiated small group instruction.
- Provide practice with writing the letters.
- Refer back to the sound-spelling card.